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In presenting a complete program of occupational education for the Denver metropolitan area, this proposal offers 12 criteria for consideration in conjunction with a particular occupational need. The purpose of the criteria is to provide guidelines for determining in which level of school a program should be offered. The criteria include factors such as age of the students, length of time required, faculty availability, facilities needed and available, what related programs are available, accessibility, size of school, nature of related training needed, and field experience. Illustrations of clusters or families of occupations covering the spectrum of preparation from high school through 4 years of college are provided. The recommendations include the need for vertical articulation--that is, the planning of a sequence of programs from high school through junior college and 4-year programs. (CH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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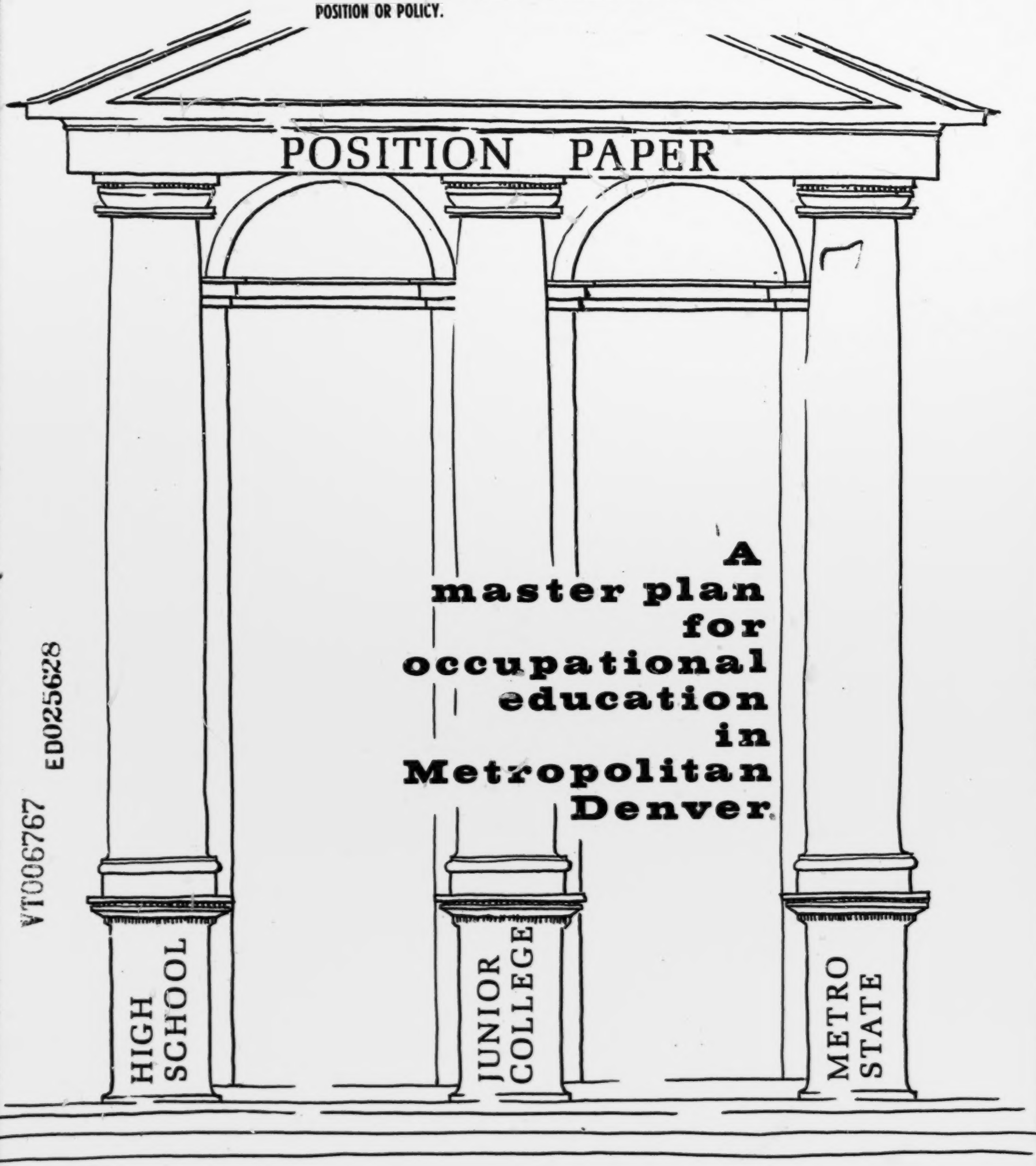

A master plan for occupational education in Metropolitan Denver

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P R E F A C E

Colorado is in an enviable position regarding the initiating of a comprehensive occupational education program. Metropolitan State College is the youngest member of the state college system. The state is also initiating a system of community colleges. With these two higher education institutions state operated, an excellent climate exists for a joint, cooperative effort for post-high school vocational education.

The state leadership for vocational education in the high schools is also under state direction. Probably no other state has such an opportunity to develop a complete program of vocational education, high school through college. As this proposed plan is implemented and refined it should serve as the prototype for other population centers in the state.

The Applied Sciences Section of Metropolitan State College wishes to acknowledge the interest, suggestions and comments regarding this proposal provided by the following:

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Dr. Leland B. Luchsinger, President, Community College of Denver

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SUMMARY

A plan for a complete program of occupational education for the Denver Metropolitan area is provided. With the great diversity of occupational fields, some means needed to be developed to identify which programs should be in high schools, in the community colleges and which offered at Metropolitan State College.

This proposal contains twelve criteria when applied to a particular occupational need will provide guidelines to designate which level of school it should be offered. It includes such factors as:

Age of the students
Length of time required
Faculty availability
Facilities needed and available
What related programs are available
Accessability
Size of school
Nature of related training needed
Field experience

There then follows illustrations of clusters or families of occupations covering the spectrum of preparation from high school through four years of college.

It is recommended that a coordinating council for occupational education be established involving the high schools, the Denver community college and Metropolitan State College. This council to develop a "Tech-Prep" high school program and provide for articulation from high school, junior college, state college.

THE MASTER PLAN FOR OCCUPATIONAL EDUCATION

During the 1967 legislative session, Governor John Love stressed that vocational education was the greatest educational need facing the state. In response to this appeal the legislature established a state structure for community colleges and occupational education. With the urgency to complete this action, very little analysis was made of the specific contribution to occupational education by the high school, the community college, and senior college.

It is the purpose here then to provide significant guidelines to insure a comprehensive program of vocational and occupational education for the Denver metropolitan area.

This master plan for occupational education includes an analysis of:

Terminology

Criteria for location of program

Institutional Role
- High School
- Community Colleges of Denver
- Metropolitan State College

The Concept of Clusters of Occupations

Implementation

Recommendations

Appendix: Containing Related Charts and Data

TERMINOLOGY

A program for occupational education must be defined as to breadth and scope. The unskilled individual who is fortunate enough to be employed may acquire his vocational competence on the job. Another approach to vocational preparation is through an apprenticeship program. Occupational education could obviously include preparation for the professions, law, medicine, dentistry, etc. These are certainly vocational education examples but are not within the framework for occupational education as outlined herein. The term occupational education and occupational programs are used in the following context.

Occupational Education

The programs described herein are limited to those occupations in which preparation may be achieved in the latter years of high school, in a two-year comprehensive community college, and up to four years in Metropolitan State College. It also includes up-grading and continuation education.

Occupational Programs

Preparation for employment, vocational education, or occupational education are all used in a closely related manner. Some difference may exist by the type of the student taking the program. A high school girl may be in a pre-employment program to become a key punch operator. For a typist in an office complex, courses in shorthand may be contination education. A police officer seeking a top level administrative position may want to enhance his opportunities by seeking a baccalaureate degree. To do this he chooses to be a part-time student while employed full-time. Occupational or vocational education is used to describe all of these.

CRITERIA FOR LOCATION OF PROGRAM

(Role and Function of Institutions)

Within the metropolitan area of Denver, including the contiguous counties, a complete program for occupational education is feasible and practical. It is possible to define, by institution, occupational education. The high schools in the urban and suburban area are fully capable of providing numerous pre-employment, entry-level vocational programs. The comprehensive community colleges planned for the metropolitan area will fill a void that has existed in the spectrum of occupational education. Metropolitan State College, as a multi=purpose college, completes the chain of educational institutions concerned with preparing people for the world of work.

It must be recognized that no well defined dimension exists that restricts a program to only one level of education. There are degrees of concentration, breadth, and sophistication that produce inter-institutional relationships. There are significant advantages of this, for the student. One of the frustrations facing young people is the difficulty encountered in the transition from one institution to the next. A coordinated approach is possible whereby this vertical movement is not only feasible, it is desirable and urgently needed. Diversification must be provided while attention is given to the avoidance of over duplication of programs and facilities.

Even a cursory review of the needs of business and industry for trained personnel reveals an extremely wide range of occupations. This diverse need is at least equaled by the number of students who urgently need a program of education that will make them employable. For some, high school graduation will be the completion of their formal education. This is entirely appropriate if they are adequately prepared with an entry-level job skill. There is an increasing trend toward post-high vocational education. The greater Denver area residents could have the added advantages for total occupational education high school, community college and or through Metropolitan State College.

Colorado now has the opportunity to suggest to the nation a plan for a <u>complete program of occupational education, by institutional function</u>.

It is essential that a plan be developed to avoid undue duplication of facilities and programs, and to insure that any particular program is offered in that school in which it will best flourish.

When the need for a particular vocational or occupational program is needed, the following criteria should be applied to determine where it should be offered:

1. The level of the occupation in the continuum of education, by intellectual level, maturity factors, age of students, and the length of time required to prepare.

2. The <u>type</u> of program and where it most logically would best serve those who want it. (A mature adult would not avail himself of a program only available within a typical high school day program.)

3. Programs that are already offered, or developed should be completely utilized before they are duplicated.

4. Programs that could utilize facilities that have multiple uses (two or more occupational fields) should be

assigned to the school with those facilities.

5, The "transferability" or acceptance of the program within the institution and between institutions. It is imperative that the three "levels" of institutions respect and recognize the contributions of the others.

6. Faculty are a major ingredient in the success of any program. The faculty currently available within institutions, and their preparation and competence may dictate where a program should be located. Highly qualified faculty in some areas are very scarce.

7. Accessibility of the programs to the students, by type of school, type of student, location of the school, cost, etc.

8. The length of time required by the student to complete his preparation, and his age level.

9. Size of the school enrollment as it relates to the programs. A program may require a large student population because it only attracts a very small percentage of students. The more specialized the program, the more important this becomes because there must be enough students to warrant faculty, facilities, and instructional programs.

10. The amount, nature and diversity of related instruction available. Complex programs rely heavily upon interdiscipline offerings, such as social science, humanities, business, technical, sales, and manipulative.

11. Concurrent objectives of students. Often, part-time students want to upgrade themselves and at the same time pursue a degree program.

12. Programs that contain a significant need for field experience, on-the-job training, and real-life settings should be located in that school where this can best be done.

INSTITUTIONAL ROLE

To achieve maximum return on Colorado's investment in occupational education the function of each institution must be identified and fully utilized. In providing vocational education, each level from high school to the four year college has an identifiable role.

Metropolitan State College

Public Law, Chapter 249, S. L. 1963, established Metropolitan

State College with the mandate:

> "To provide and offer programs of instruction in semi-professional technical education in science and engineering technology on a terminal basis, ..."

The three years of experience and program development in occupational education at the College should be capitalized upon. Whether by accident, or by careful selectivity, Metropolitan State College has in fact provided a base from which a program of post-high school occupational preparation may emanate. The basic engineering technology programs, the four-year technologist, and a program of industrial technology provides a core of high level technical education. Other programs well developed at Metropolitan State College include:

Nursing (R.N.)
X-ray Technology
Medical Office Assistant
Helping Services
Law Enforcement
Police Administration
Mental Health Worker
Accounting
Business Data Processing
Management
Marketing
Office Management
Secretarial

Expansion of these programs and consideration of the development of new ones must be considered with significant consideration given to the role and function of the Denver Community Colleges as well as the area high schools.

Denver Community College

The greatest breadth of vocational-technical education can be provided by the Denver Community College. With the existing vocational education wasteland in the metropolitan area and the extensive needs it would not be appropriate to get into specific curricula in this document.

Illustrative of the level and type of programs are:

- Trade-technical programs of two-years in length or less.
- Service occupational areas that can be prepared in a co-op type program.
- Business, distributive, and office occupations of post-high school type and less than baccalaureate degree level.

- Pre-apprentice and apprenticeship programs, when appropriate employer/educator cooperation is feasible.

- Short-term specialized vocational programs to respond to to industry and business requests.

- The two plus two concept between 2 year programs and a second two year program at Metropolitan State College. (Such a proposal has been made to the Colorado Commission on Higher Education.)

There may be the two-year associate degree career programs, certificate programs, and concentrated courses for up-grading, inservice, and adult education all within the Community College.

In many instances the community college is the best setting for short-term specialization. With a very liberal entrance requirement, post-high school education is available to all who can benefit in a junior college.

Denver Area High Schools

There are thirty-one public high schools in the four-county metropolitan Denver area. While they vary in size and in the type of student they serve, they can all contribute in some way to the vocational education needs of high school age youth.

Some high schools with a high percentage of potential dropouts should develop concentrated short=term programs. Typical programs might include automotive body and fender repair, custodial work, grounds maintenance, service station attendant, truck driver, etc. Other occupations in the service area might well include, retail sales through the school students' store, cafeteria work, PBX operator, typist, and clerical. All of these could be offered using existing school facilities to a large degree.

By using industrial arts shops and business course facilities an additional variety of job preparation is possible. These could include a lathe operator, a woodworker, automotive repairman, to a secretary, key punch operator, retail sales, and even cooking and foods service in the schools' home economics department.

THE CONCEPT OF CLUSTERS OF OCCUPATIONS

While it takes two volumes to compile the Dictionary of Occupational Titles (DOT) it is possible to group several occupations together in families or clusters of occupations. The type of industries or the type of skills are ways to group them. The following groupings are suggested, other categories could be just as logical.

Metal Manufacturing

The manufacturing of goods of metal and the processing of metal materials. These include aircraft, missile and spacecraft; machinery such as lathes, drill presses and shapers; automobiles, tools, engines, are typical metal products. Typical occupations:

- Drill press operator
- Product assembler
- Punch press operator
- Bench assembler
- Tool maker
- Tool programmer
- Tape control machine operator
- Machine set-up man
- Pattern and model maker
- Mechanical technician
- Tool designer
- Instrumentation technician
- Mechanical technician
- Quality Control technician
- Industrial technologist
- Logistics technician

Metal Fabrication

The assemblying of metal stock into a product is a large industrial process. It may include structural iron in buildings and bridges, assemblying sheet metal for heating and air conditioning, the welding of metal for vehicles or refrigerators or assembly line subassembly for a manufacturing industry. Typical occupations:

- Spot welder
- Stock man
- Riveter
- Tube bender
- Assembler
- Welder
- Jig and fixture builder
- Air Conditioning technician
- Weldment design & test
- Metallurgical technician
- Safety technician

Automotive and Power Mechanics

From the servicing of the automobile to recent developments in hydraulics and fluidics there is a basic use of the concept of the use and transfer of power. Certainly this family of occupations is very extensive and provides, at each level of education, a wealth of employment opportunities. Typical occupations:

- Service station attendant
- Parts man
- Taxi driver
- Automotive mechanic
- Automotive service & repair
- Service station owner
- Maintenance mechanic
- Aircraft & Airframe mechanic
- Automotive diagnostician
- Systems operator
- Servomechanism technician

Electricity-Electronics

The design, construction and servicing of electrical units is a rapidly expanding industry. The production and distribution of electrical power is extremely important to Colorado's economy. Colorado leaders would like to continue

to attract electronics industries that are involved in some of the more exotic electronics fields. An examination of employment opportunities reveals needed manpower at all levels. Typical occupations:

Lineman's helper
Electrician helper
Radio-TV Parts man
Solderer
Meter reader
Assembler
Component testing
Electronics repairman
Instrument repairman
Meter repairman
Turbine operator
Lineman
Communications technician
Radio-TV Serviceman
Institutional electronics
Electronic assembly inspector
Electronics technician
Electrical technician
Instrumentation technician
Avionics
Electronic data processing technician

Construction Industries

There is a rapidly expanding field in road and highway construction. When this is coupled with high rise buildings, airports, apartment buildings, and individual homes, a wide spectrum of occupations are included, again at several levels. Typical occupations:

Carpenter's helper
Laborer
Helper in various trades
Construction technician
Surveyor
Heavy equipment operator
Related training for apprentice occupations
Engineering aide
Civil technician
Construction foreman
Contractor

Materials Processing

Materials other than metal and wood are commonplace in today's society. While one might not include all kinds of materials, certainly some are a part of Colorado's industry. Mining and petroleum are raw materials that are processed. Plastic, fabrics, chemicals, and synthetics are increasingly used today. Science and technology will continue to expand the use materials with the accompanying increased demand for qualified employees. Typical occupations:

Vacuum forming -Plastic
Pumpman helper
Chemical technician
Petroleum technology
Fibreglass technician
Metallurgical technician
Systems analyst

Drafting-Design

Before anything is manufactured or built it must be designed. Plans, blueprints, technical illustrations, assembly drawings, and tracings must be made. A variety of jobs related

to drafting and design are available. Some require only a limited amount of skill, others require a high degree of originality and the ability to think in the abstract. Typical occupations:

Tracer
Detailer
Blueprinter
Draftsman
Detailer
Engineering draftsman
Packaging designer
Production illustrator
Drafting technician
Jig and fixture designer
Tool and die designer
Technical illustrator
Designer

Allied Health Occupations

An examination of job titles will identify the breadth of this highly rewarding field. For those who want to serve mankind this cluster of occupations would be most rewarding. Typical occupations:

Hospital attendant
Aide
Practical nurse
Dental assistant
Medical records librarian
Inhalation therapist
Laboratory assistant
Nurse, R.N.
X-ray technician
Medical Office Assistant
Dietician
Sanitation technician
Medical technologist
Occupational therapist

Service Occupations

There are many definitions of service occupations. Several of those listed could just as logically be under another heading. The purpose here is to suggest to those building curricula that a common base exists. Typical occupations:

Deliveryman
Hairdresser
Waiter
Truck-Vehicle Driver
Laundry, dry cleaner
Checker
Short-order cook
Watchman
Custodian
Maid
Housekeeper
Cosmotologist
Recreation leader
Fire fighter
Plant security
Barber
Chef
Caterer
Building maintenance
Vending machine servicing
Police science
Public Relations
Institutional food manager
Law Enforcement
Police Administration
Restaurant manager
Correctional officer
Social worker aide
Government administration

Printing-Graphics-Photography

While these fields may appear to each to be specialized, there is no one phase that does not directly relate to the other. Skills, knowledge, and even equipment are more closely related than unrelated. Typical occupations:

- Tracer
- Paste-up
- Stripper
- Proofreader
- Industrial illustrator
- Catalog illustrator
- Photographer
- Bookbinder
- Varityper
- Lithographer
- Advertisement layout
- Product display designer
- Graphics technician
- Printing management
- Commercial illustrator
- Commercial artist

Business Occupations

Some might prefer to break this category down to sub-groupings. Certainly the skills, the equipment, and the instructional program lends itself to separate categories. The purpose here is to illustrate that each institution, high school, junior college, and Metropolitan State College could assume specific roles. Typical occupations:

- Cashier
- Typist
- Sales clerk
- Office machine operator
- Key punch operator
- Stock clerk
- Credit clerk
- Receptionist
- Files and record clerk
- Bookkeeper
- Stenographer
- Secretary (legal, executive, medical, technical)
- Office machine operator
- Bank teller
- Business machines operator
- Salesman
- Sales promotion
- Administrative Assistant
- Agri=business
- Real Estate
- Accountant
- Buyer
- Credit manager
- Personnel
- Advertising
- Business Management
- Business Data Processing
- Insurance
- Purchasing
- Realtor
- Marketing
- Executive Secretary

Teachers: Aides & Professional

There is an increasing awareness of the need to efficiently utilize the professional educator in a most efficient manner. Thus, those duties that do not require the professional should be done by someone else prepared for that type of work.

One of the greatest opportunities for innovation and providing excellence in education will be provided through the

cooperative program for occupational education proposed in this material. All of the ingredients for a unique, but extensive and comprehensive, program for the preparation of teachers for occupational education exist. Contrary to the original definition of occupational education, even the preparation of teachers for these programs would in fact be occupational preparation. Typical occupations:

Playground supervisor
Lunchroom aide
Child care
Cooperative student teaching with MSC
Teacher assistant
Library assistant
Cooperative student teaching with MSC
Secondary teacher
Pre-librarian
Junior college teacher
Occupational teacher
Pre-school educator
Elementary teacher

IMPLEMENTATION

Following this analysis of the occupational education needs and the available institutions, a plan is needed to bring this proposal to fruition.

The needs of young people are so great, and the employment opportunities so immediate that a priority must be established. The cluster of occupations concept should be applied. From these groupings the most critical needs, the serving of the largest numbers of students, and those most easily initiated in each institution should be identified.

Immediate steps should be taken to establish a coordinating council of staff personnel from the public schools, the Denver Community College, and Metropolitan State College.

RECOMMENDATIONS

It is recommended that the coordinating council for occupational education address itself to the following topics first, followed by the development of an overall master plan for occupational education for the metropolitan Denver area.

1. The development of a plan for the Denver Community College with close coordination with Metropolitan State College. With the three years of "lead time" provided by Metropolitan State College in those fields where they have curricula, there exists a unique and highly desirable condition for a coordinated inter-instiutional concept. This is, perhaps, the greatest asset Colorado has for a truly complete and

comprehensive program. Metropolitan State College's expressed desire to formulate a "total" approach to occupational education has had wide acceptance by individuals within junior colleges in the state. It is hoped that the Colorado Commission on Higher Education will approve the two-plus-two proposal.

2. Provide for the development of a technical preparation curriculum in the area high schools. The "Tech Prep" program, analogous to college-prep would provide prestige to the program and the students. It would remove much of the stigma attached to the "old" concept of vocational education.

   By expanding the realm of influence of the industrial arts programs in the high school, a more comprehensive industrial education approach would evolve. In the ninth and tenth grades, students on a one-hour a day, five days a week basis would examine selected occupational fields. They could measure their interest, aptitude and skill in a laboratory setting. In the eleventh and twelfth grades, a two-hour day, ten hours a week program in a "family of occupations" approach should be made available. Some excellent guidelines for this approach are available.

3. Vertical articulation, or the planning of a sequence of programs, high school, junior college, four-year college, has always presented complications and frustrations for students. Here again, Colorado can "show the way" to the nation.

   Certainly, both the Community College and Metropolitan State College should provide for example, for advanced placement in a drafting program for those students coming to them from a high school "Tech Prep" drafting program. Likewise, Metropolitan State College should accept the two-year career student of the Denver Community College and enable him to receive recognition for this two years of college work.

   Metropolitan State College has, in fact, developed a <u>two-plus-two</u> program that has been strongly supported by junior college leaders in the state.

INDUSTRY TABLE
COLORADO

NONAGRICULTURAL WAGE AND SALARY EMPLOYMENT 1/
Preliminary Estimates for November 1967

	1967 November	1967 October	1966 November
TOTAL NONAGRICULTURAL WAGE AND SALARY EMPLOYMENT	661,200	660,800	640,100
MINING	12,700	12,700	12,600
Metal Mining	5,500	5,500	5,700
Bituminous Coal and Lignite Mining	1,400	1,400	1,500
Crude Petroleum and Natural Gas	5,300	5,300	4,900
Mining and Quarrying of Nonmetallic Minerals, except Fuels	500	500	500
CONTRACT CONSTRUCTION	35,300	35,900	34,600
MANUFACTURING	104,500	105,700	104,000
Nondurable Goods	45,400	46,900	45,100
Food and Kindred Products	20,700	22,100	21,200
Meat Products	3,800	3,800	4,500
Dairy Products	2,200	2,200	2,200
Bakery Products	3,300	3,300	3,200
Other Food and Kindred Products	11,400	12,800	11,300
Textiles, Apparel, and Leather	6,500	6,500	5,700
Printing, Publishing, and Allied Industries	8,700	8,800	8,800
Chemicals and Allied Products	2,200	2,200	2,200
Rubber and Miscellaneous Plastics Products	5,300	5,300	5,300
Other Nondurable Goods	2,000	2,000	1,900
Durable Goods	59,100	58,800	58,900
Ordnance and Accessories	8,700	8,700	9,000
Lumber and Wood Products, including Furniture	3,900	4,000	3,900
Stone, Clay, and Glass Products	5,600	5,700	5,700
Primary Metal Industries	8,100	7,400	8,700
Fabricated Metal Products	4,500	4,600	4,100
Machinery, except Electrical	12,100	12,200	11,600
Electrical Machinery	8,300	8,300	8,500
Transportation Equipment	5,000	4,900	4,300
Other Durable Goods	2,900	3,000	3,100
TRANSPORTATION AND PUBLIC UTILITIES	46,700	46,800	46,600
Railroad Transportation	8,100	8,100	8,600
Motor Freight Transportation and Warehousing	11,000	11,100	11,000
Transportation by Air	6,000	6,000	5,700
Other Transportation	2,500	2,500	2,400
Communication	11,700	11,700	11,500
Electric, Gas, and Sanitary Services	7,400	7,400	7,400

CAREER SERVICE

CITY AND COUNTY OF DENVER

EMPLOYMENT OPPORTUNITIES

FEB 5 1968

WEEK OF FEBRUARY 5, 1968 - FEBRUARY 9, 1968

Jobs listed below are open for application. If interested and qualified, please apply at once, *during regular application hours*, Room 204, 810 Fourteenth St. (14th and Stout). Recruitment is closed as soon as enough persons apply. For other employment opportunities, see reverse side.

APPLICATION HOURS: Monday, 8:30 A.M. — 4:30 P.M.; Tues. — Friday, 8:30 — 10:30 A.M.

CLERICAL - SERVICES - TRADES

ELECTRICIAN I - $628
Completion of 8th grade plus 2 years' varied experience as a licensed maintenance electrician. City and State journeyman's license required. *Must* climb poles.

TECHNICAL - PROFESSIONAL

CIVIL ENGINEER II - $657-858
Engineering degree plus 1 year professional engineering experience. Colorado EIT Reg. Complex responsibilities involving street, roads and associated drainage projects.

EDP PROGRAMMER II - $687-897
Bachelor's degree plus 2 years business or statistical programming experience.

ELECTROENCEPHALOGRAPH TECHNICIAN - $366-479
High School graduate plus 12 months' EEG training.

X-RAY TECHNICIAN I - $355-438
High School graduate plus X-ray training and ARRT membership or eligibility.

MEDICAL TECHNOLOGIST I - $453-601
Registered (ASCP) Medical Technologist. For evening clinic 4:00 p.m. to midnight.

*STATISTICIAN - $702-917
College degree, minimum 6 hours statistics, plus 3 years statistical experience, including 1 year public health statistics.

See "Supplement" for additional listings of Technical & Professional classes effective 2/5/68

CAREER SERVICE AUTHORITY

City and County of Denver

EMPLOYMENT OPPORTUNITIES

Supplement

The following professional and technical classes are open at this time. If interested and qualifed, please apply at once during regular application hours. Room 204, 810-14th Street (14th & Stout). Recruitment will be closed when enough persons apply.

Application Hours: Monday, 8:30 a.m. - 4:30 p.m.
Tuesday - Friday, 8:30 - 10:30 a.m.

NURSES

GRADUATE NURSE I	$479-628
GRADUATE NURSE II	$512-672
GRADUATE NURSE III	$550-718
GRADUATE NURSE IV	$628-821
LICENSED PRACTICAL NURSE	$313-409
NURSE ANESTHETIST I	$687-897
PUBLIC HEALTH NURSE I	$525-687
PUBLIC HEALTH NURSE II	$550-718
PUBLIC HEALTH NURSE III	$628-821
PUBLIC HEALTH NURSE IV	$718-938
PUBLIC HEALTH NURSE CONSULTANT	$687-897

SOCIAL WORKERS

SOCIAL WORKER I	$537-702
SOCIAL WORKER II	$614-803
SOCIAL WORKER III	$672-877

ASST. ANESTHESIOLOGIST	$1227-1598
ASST. DIR. OF OB-GYN	$1173-1529
ASST. DIR OF SURG. SERVICES	$1173-1529
DENTAL HYGIENIST	$ 479- 628
DENTIST	$ 938-1227
DIETITIAN I	$ 468- 614
MEDICAL TECHNOLOGIST I	$ 458- 601
PATHOLOGIST	$1340-1745
PHARMACIST I	$ 601- 785
PHYSICIAN	$1026-1340
PHYSICIAN II	$1122-1463
PSYCHIATRIST I	$1254-1634
PSYCHIATRIST II	$1400-1823
PSYCHOLOGIST I	$ 601- 785
PSYCHOLOGIST II	$ 785-1026
PSYCHOLOGIST III	$ 858-1122
RADIOLOGIST I	$1340-1745
X-RAY TECHNICIAN I	$ 335- 438

ELECTRONIC DATA PROCESSING

PROGRAMMER I	$614-803
PROGRAMMER II	$687-897
SYSTEMS ANALYST I	$734-959

For other employment opportunities, see the regular weekly "Employment Opportunities" announcement.

Effective February 5, 1968

Please retain until a periodic revision is issued.